



Big Era Eight
A Half Century of Crisis
1900-1950 CE



Landscape Teaching Unit 8.3
The Great Depression
1929-1939 CE

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Why this unit?

In the late 1920s, a deep economic depression engulfed much of the world. Its scope and severity were unprecedented. Although commonly associated with the United States, countries as different as Indonesia and Canada, Peru and Japan, Great Britain and the Belgian Congo reeled from devastating losses. Few experienced a full recovery until the onset of World War II ten years later. This “Great Depression,” as it came to be known, had profound repercussions for world history. The increasingly interdependent global economy of the early twentieth century splintered as governments raced to erect tariff walls and devalue currencies. In the face of high unemployment rates and declining revenues, economic nationalism prevailed over international cooperation. The catastrophe also produced a significant shift in political allegiances, both to the left and to the right of the ideological continuum. With large numbers of people enduring misery and hardship, populist politicians and movement leaders rallied support by targeting scapegoats, promising improved conditions, and promoting government intervention in every aspect of life. Although outwardly incongruous, national welfare programs, fascism, labor strikes, and anti-colonial protests all resulted from the depression.

This unit on the global impact of the Great Depression works on two levels. First it provides students with a comprehensive overview of what happened. They learn not only about the causes and consequences of this event but also about national similarities and differences. In addition, students will discover how governments turned inwards or undermined each other in the midst of the crisis, gain some appreciation for what it meant to live during the 1930s, and realize how the Great Depression fractured the modern world system and contributed to the outbreak of World War II. Third, this unit challenges the historical thinking of students. By utilizing a comparative framework, it underscores how United States history is intricately connected to the history of the rest of the world. The American experience did not unfold in isolation. The unit uses primary materials and online research to reveal the interplay of economic, political, and social history, for example, how global events influenced and reflected the actions of Vietnamese rice farmers or Canadian autoworkers. Finally, through discussion and debate, the unit reveals the complexities of history—that patterns of development are not straightforward, predictable, or uni-causal.

Unit objectives

Upon completing this unit, students will be able to:

1. Describe and analyze the Great Depression as a global experience.
2. Define and graph GDP figures.
3. Identify and assess different causes for the Great Depression.
4. Analyze primary documents like photos, political cartoons, and speeches.
5. Define and explain the rise of populism.
6. Compare the development of welfare states in Mexico and the United States.
7. Analyze connections between the Great Depression and both industrial unionism and colonial freedom movements.

Time and materials

This unit contains four comprehensive lesson plans. To complete them in their entirety teachers will need seven to eight class periods. Each lesson plan, however, breaks down into sections, which may be taught independently. In addition to rulers and colored pencils, the teacher should photocopy several handouts. Internet access is also required for the students.

Author

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The historical context

In June 1929 Bernard Baruch, the influential American financier and presidential advisor, observed: “The economic condition of the world seems on the verge of a great forward movement.” He couldn’t have been more wrong. Over the next few years, the global economy slid into a long, deep depression which produced immense suffering and despair. As the leading industrial nation in the world, the United States was hit particularly hard. The total annual output of the country’s economy, that is, the **GDP** (Gross Domestic Product), plummeted 29 percent. By 1933 one out of every four workers was unemployed. But it was the widespread impact of the economic crisis that made it a truly “Great Depression.” The economies of the world had become increasingly interdependent in the early twentieth century. Therefore, the sharp decline in manufacturing output and rapid withdrawal of investment capital in the United States had a ripple effect that devastated tenant farmers in Turkey, steel workers in Great Britain, fishermen in Japan, coffee planters in Brazil, cocoa pickers in West Africa, and woolgrowers in Australia. Certainly those individuals who managed to remain employed during the 1930s benefited from the depressed economy. Food, clothing, and other consumer goods all became much cheaper. To differing degrees, however, impoverishment and destitution were shared global experiences. In the words of one woman from rural Canada: “I just don’t know what to do for money. . . . I can’t hardly sleep for worrying about it.”

Scholars still debate the causes of the **Great Depression**. Despite President Herbert Hoover’s forceful claim that “the depression was not started in the United States,” most historians and economists agree today that the crisis began there and then spread to the rest of the world. But there is no consensus about why or how. Given the complexities and ambiguities of history, it seems likely that a historically contingent array of economic, political, and social forces pushed much of the world into the precipitous economic decline. There was no single cause. As the historian John A. Garraty writes: “The Great Depression of the 1930s was a worldwide phenomenon composed of an infinite number of separate but related events.” Reparations payments, war debts, protectionism, the gold standard, the stock market crash, agricultural overproduction, mechanization, poor leadership, export dependency, financial instability, and skewed income distributions all contributed. Untangling this web of causality to discover a single

explanation for the Great Depression is a futile task. But understanding the significance of each strand and how it intertwined with the others is instructive.

It is easier to separate different responses to the Great Depression. In economic terms, many countries turned to [autarky](#), severing ties with the global economy to create more self-sufficient, independent national economies. Economist Joan Robinson described what was going on as “beggar-thy-neighbor” policies. Rather than work together to resolve the crisis, world leaders assumed that the economic recoveries of their countries would only come at the expense of others. Governments in Sweden, Columbia, Peru, Japan, Australia, and Egypt, among others, clamored to raise tariffs on imported goods so that their domestic industries were protected. They also devalued currencies to make their exports cheaper in foreign markets and implemented price support schemes to rescue their farmers at home. Imperial powers like France and England also made sure that their products received preferential treatment in colonial markets and dominions. Perhaps the best example of this economic nationalism was the United States. Hawley-Smoot Tariff Act of 1930, which jacked up duties on over 20,000 imported goods and greatly contributed to the breakup of the global economy. Although there were efforts to piece together an international solution to the Great Depression at the World Economic Conference of 1933 in London, nationalist agendas made it a near impossible feat. As Franklin D. Roosevelt made clear in what became known as his “bombshell message” to the Conference, economic self-interest took priority over multinational agreements.

In political terms, the Great Depression contributed to the rise of militarism in Japan, the creation of a coalition government in Great Britain, and the staging of a coup d’état in Brazil. “When politicians from moderate centrist parties failed to introduce policies to tackle the crisis,” historian Patricia Clavin has observed, “they lost out to extremist parties to the Right and Left of the political spectrum.”¹ The most common political response to the global crisis was [populism](#), a notoriously slippery concept that defies placement on the left-right political continuum. Populism typically involves a strong critique of the traditional ruling elite on behalf of ordinary people, and it tends to favor greater government intervention in economy and society. Sometimes, but not always, it results in a new political system. The human misery of the Great Depression made a ripe breeding ground for populist rhetoric and sentiments. Targeting scapegoats and promising greater justice and equality, populist leaders organized the less powerful into mass movements or assumed political power with groundswells of popular support.

But populism took three widely divergent forms in the 1930s. First, more democratically inclined governments created welfare states to protect and enhance the well-being of their citizens. Discarding the traditional laissez-faire policies of the “privileged minority,” they set forth on bold new courses of action for their nations. In New Zealand, for example, the Labor Government denounced “poverty in the land of plenty” and greatly expanded public provisions for housing, education, health care, and social security. Similarly in Columbia, Alfonso López Pumarejo implemented a comprehensive plan to redistribute income and land to the majority of the population. And in the United States Franklin D. Roosevelt extolled the virtues of “the forgotten man,” launching the New Deal to provide relief and stimulate recovery. Perhaps the

¹ Patricia Clavin, “The Great Depression in Europe, 1929-1939,” *History Review* (September 2000), 30.

most far-reaching populist effort was in Mexico, where Lázaro Cárdenas del Río redistributed land to peasants, nationalized foreign oil companies, supported unions, and made sweeping changes to public education.

Second, there was a strong undercurrent of populism in the fascist regimes of Europe. To be sure, Benito Mussolini's success in Italy predated the 1930s. The dishonor and hardships associated with military defeat and reparations payments were also important factors in the rise of fascism. Still, it was the Great Depression that pushed the Nazis to the forefront in Germany. With industrial production plummeting 71 percent in just two years, the number of unemployed reaching six million, and the government of Heinrich Brüning committed to a policy of austerity, Germans of all classes proved receptive to Adolph Hitler's calls for national unity, international respect, and a sweeping economic recovery program. Appropriating the nation's anger and humiliation, preaching traditional values of work and order, condemning Jews for all things wrong, and glorifying the myth of a German *Volk* or people, Hitler was remarkably adept at mobilizing the country behind him. In particular he effectively used modern mass communications like film and radio to whip up public enthusiasm. According to one American journalist, Hitler's power emanated from his ability to connect with "the longing of the individual."

Third, populism took the form of grass roots protest movements. In Africa and Asia, the Great Depression meant increased poll taxes, land evictions, and forced labor for the indigenous people, as colonial rulers reeled from the fall of export revenues. Freedom movements gained in popularity as nationalist leaders called for social justice and self-determination. But their success was mixed. In Burma, Vietnam, and the Belgian Congo, the colonial powers brutally suppressed populist organizations that sought political autonomy and a better life for the poor. Indeed, the harsh reaction of the French to calls for independence convinced many Vietnamese to embrace Communism. In India, nationalism met with much greater success under the auspices of the Indian National Congress and Mohandas (Mahatma) Gandhi. A master at public relations, Gandhi used populist rhetoric like "Daridranarayan" (God is in the poor) to transform the cause of Indian independence from an elite movement of the educated into a mass movement of the poor and illiterate.

Along much different lines, industrial unionism was a populist response to the Great Depression in the United States and Canada. Rebelling against exclusive craft organizations, the Committee for Industrial Organization (CIO) rallied less skilled workers into more inclusive unions that assailed corporate wealth and pushed politicians leftward. Against the backdrop of a stricken economy, public relations efforts and sit-down strikes not only galvanized workers but also convinced much of the public that industrial democracy or justice was a legitimate goal. Historian Michael Kazin notes that the CIO "employed simple, repetitive phrases and images . . . to reach Americans, of all classes, whose complacency the Depression had shattered."²

Assessing the full impact of the Great Depression is tricky. The secondary literature relies on national economic figures like GDP growth, balance of trade, and unemployment to compare

² Michael Kazin, *The Populist Persuasion: An American History* (New York: Basic Books, 1995), 138-139.

how countries fared during the 1930s. From these measurements, we learn that Sweden and Denmark had a quick recovery because they abandoned the gold standard and established closed economies at an early date. We also realize that the Great Depression had little impact on the USSR. Rather, Josef Stalin's Five Year Plans actually resulted in considerable economic growth during the 1930s. The statistics suggest that Chile experienced catastrophic conditions with a 76 percent drop in exports and a 30 percent fall in GDP. The Great Depression had a delayed impact on China because its agricultural sector remained isolated from the world economy and its silver currency was devalued in the late 1920s.

But it is important to recognize that these measurements have limitations. Aside from inherent problems of data collection (how unemployment is defined or what constitutes a good or service), there is very little information available for countries in Africa. As one international economic organization admits, "the long-term economic development of Africa is difficult to quantify with any precision."³ Another problem is that the numbers offer only a cursory view of what actually happened. Take the case of Latin America. GDP figures suggest that most of the countries in this region suffered extensively in the 1930s because international demand for their raw materials and agricultural produce dried up. Deprived of export revenues, it became very difficult for them to buy critical manufactured goods from more industrialized countries. What GDP figures fail to reveal, however, is that there was also a positive development called "[import substitution](#)." New industries began to emerge at home that made the same manufactured goods as those imported from foreign countries. National economies revived and foreign dependencies decreased. Although at first glance Latin American countries like Chile experienced dire economic conditions, import substitution not only softened the blow, but also contributed to relatively quick recoveries.

National economic figures also provide few insights into daily life and hardship during the Great Depression. Some scholars have made important connections between trade imbalances and peasant life in India. Others have collected alternative data on birth rates, marriage rates, or even participation in the Muslim pilgrimage (*hajj*), as well as more qualitative material like diaries and correspondence, to measure the social impact of the crisis. The result has been several excellent histories of working-class life in the United States, Canada, Great Britain, and France. One example is Lizabeth Cohen's *Making the New Deal*. But we still have much to learn about the historical realities of women and men in other parts of the world. As Dieter Rothmund writes: "The peripheral peasantry which bore the brunt of the depression has remained in the dark."⁴ In sum, national economic figures are extremely useful in measuring the impact of the Great Depression, but they are far from conclusive.

In late 1936 and early 1937, most observers believed that the Great Depression was nearing an end. The economies of many Latin American countries had revived thanks to import substitution. Effective policy-making had helped Scandinavian countries experience the Great Depression as little more than an ordinary recession. Full throttle rearmament programs had resulted in quick recoveries for the economies of Germany and Japan. And in the United States movers and shakers were talking about the Great Depression in the past tense. In the fall of 1937, however, a

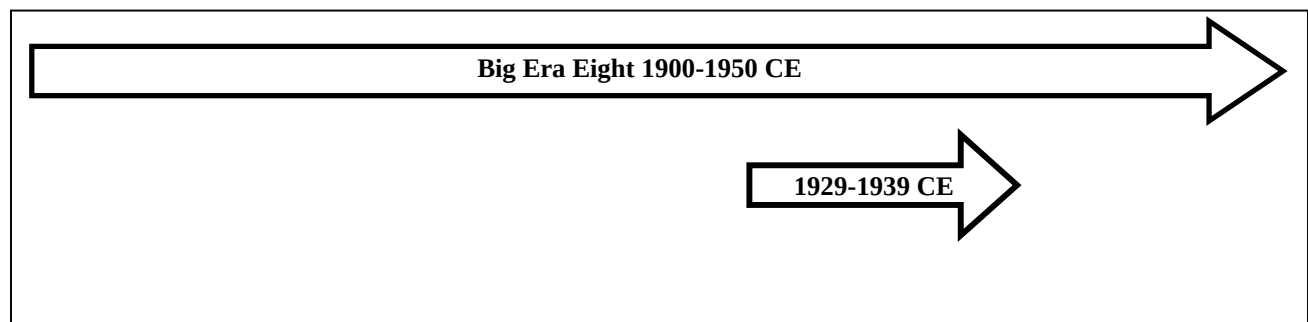
³ Angus Maddison, *The World Economy: Historical Statistics* (Paris: OECD, 2003), 189.

⁴ Dieter Rothmund, *The Global Impact of the Great Depression* (London: Routledge, 1996), 10.

sudden downturn dashed global optimism. Often called the “Roosevelt Recession” because it was triggered in part by Franklin Roosevelt’s efforts to tighten government spending, the slump resulted in nearly 20 percent unemployment in the United States. Although European countries (with the exception of France) experienced a sharp but short-lived recession and the United States began to recover when the federal government expanded government spending again, less developed countries in Latin America, Africa, and Asia once again suffered from depressed prices and decreased demand. It was readily apparent that the world economy remained in a frail state.

It actually took World War II to end the Great Depression. As Premier Léon Blum of France predicted at an early date: “Around the manufacture of armaments, there will be coordinated an economy which will be the basis for a more abundant production in all domains.” During the late 1930s, huge government expenditures on war armaments and supplies fueled the economies of the industrial nations. Italy, Great Britain, France, and of course Germany and Japan doubled (if not more) the amount they spent on arms. With the onset of war, these expenditures escalated to astronomical levels, and the economic results were very positive. Following Pearl Harbor, for example, enhanced government expenditures in the United States increased industrial output by 100 percent and created full employment conditions. World War II also resulted in greater demand and higher prices for agricultural produce and raw materials from export-dependent countries. In 1939, the GDP in Egypt was nearly 20 percent higher than pre-depression levels. In Mexico, it was 25 percent higher; in Indonesia, 16 percent. After a decade of economic distress and uncertainty, the Great Depression gave way to an even more cataclysmic global development.

This unit in the Big Era Timeline



Lesson 1

A Global Experience

Preparation

Photocopy handouts. Have rulers and colored pencils or markers available. Arrange access to the Internet.

Introduction

This lesson introduces students to the idea of the Great Depression. By analyzing photos and plotting graphs, students learn that many countries around the world experienced the Great Depression, not just the United States. Students identify the worst years of the Great Depression, recognize the economic vulnerability of export-dependent countries, and begin to understand the role of World War II in economic recovery. They also become more familiar with the GDP as a measure of economic health.

Activities

1. Migrant Mother.

A) Pass out copies of Student Handout 1.1. Explain that this is a copy of one of the most well-known photographs in United States history. Ask the following questions without giving answers in return:

- What is happening in the photo?
- Where was the photo taken?
- When was the photo taken?

B) After some discussion, tell students that Dorothea Lange took the photo in 1936. The woman in the picture was from Oklahoma, but she worked in pea fields near Santa Barbara, California. She was only thirty-two years old but a widow with seven children. Her family survived on frozen peas from the field and wild birds. She lived with her children in a makeshift camp of lean-to tents with other migrant workers. Tell students that Lange's famous photo became a symbol for the immense suffering of the 1930s.

2. What was the Great Depression?

A) Ask students what they think of when they hear the term "Great Depression." Write answers on the board.

B) Explain that the Great Depression was a severe economic recession (or depression) that resulted in huge drops in industrial production and stock market share prices, and major increases in unemployment and bank failures. After the prosperity of the "roaring twenties," the Great Depression devastated the United States. Twenty-one million working people lost their jobs.

C) Number off students 1-4. Have all number 4s stand up. Tell the class that the standing students represent the number of people unemployed during the Great Depression. At its worst in 1933, there was 25 percent unemployment in the United States, that is, 1 of every 4 working people had no income.

3. A Global Experience

A) Ask students why they think the period is referred to as the “Great” Depression. Listen to responses, but do not offer an answer.

B) Pass out copies of Student Handout 1.2. Ask students the same questions that you did for the Migrant Mother photo.

C) When the class finishes with their responses, explain what is happening in the photos. The first is of the 1930 Salt March to Dandi in India led by Mohandas Gandhi (man with glasses). Suffering from the impact of the Great Depression, thousands of people joined Gandhi’s non-violent protest march against the British tax on salt. The second photo is of the World Economic Conference of 1933 held in London. Delegates from many different countries gathered to try to find an international solution to the economic crisis. Hendrikus Colijn, the Dutch Prime Minister, presided at this meeting.

D) Ask what these new photos tell us about the Great Depression. If students do not make the connection, explain that the Great Depression was “great” because of its severity on a global scale. Contrary to what most people believe today, it was not just an American experience. It was a worldwide calamity that hit countries as diverse as Paraguay, Kenya, Japan, and France.

E) Pass out Student Handout 1.3. Explain that the gross domestic product or GDP refers to the total market value of all final goods and services produced within the borders of a country in one year. Final goods and services are newly produced goods that have reached their last consumer. They won’t be resold to anyone else. A common equation for GDP is: $GDP = \text{consumption} + \text{investment} + \text{exports} - \text{imports}$. Because the GDP is the value of a country’s total output, it is often used to gauge the economic health of the nation. GDP per capita is GDP divided by the population and indicates the average standard of living in a country. Teachers might also mention that:

1. The GDP figures given in Student Handout 1.3 are from the Organization for Economic Co-operation and Development (OECD). Purchasing power parity rates (PPP) rather than exchange rates were used to calculate the figures. PPP is a measure of the relative purchasing power of different currencies. By taking into account the price of the same goods in different countries, it recognizes, for example, that the United States dollar will buy a lot more in China than in the United States because of variables like cheap labor. As a result, the GDP figures are given in fictional currency units or “International” dollars which eliminate the differences in purchasing power between countries.
2. There are problems with using GDP per capita as a measure of wealth. Since it is an average, a few very wealthy people can skew the number upwards. There is also some

question as to whether these GDP figures are an accurate reflection of a person's well-being in a country. For example the United Nations Human Development Index, which measures only recent years, includes not only GDP figures, but also criteria like life expectancy, literacy, access to health care, access to sanitation, and clean drinking water. Finally, few GDP figures exist for countries in Africa before 1950 because of limited data collection.

F) Discuss the assignment. Answers are below:

1. In 1932 historian Arnold Toynbee called the period between 1931 and 1932 "the annus terribilis," the terrible year. Unemployment soared, hunger was widespread, and more and more banks closed their doors. It was also the year that Adolph Hitler and the National Socialist party gained considerable popularity in Germany and in which Japan annexed Manchuria. The main exception was the United States, which continued to decline into 1933 as newly-elected President Franklin Roosevelt scrambled to implement a recovery program.
2. Chile experienced a 33 percent decline in GDP per capita, a close second to the United States at 30 percent. Heavily dependent on the export of copper and nitrates, Chile's economy fell apart when foreign demand dried up. This was typical of most export-dependent countries. Discussion might include how import substitution contributed to Chile's economic recovery (see Historical Context). The American story was different. Nearly half of the population was involved in the ailing agricultural industry. Most people lacked the income to sustain demand for consumer goods, and the federal government of Herbert Hoover was reluctant to intervene in the economy.
3. Under Josef Stalin's Five Year Plans, the USSR increased manufacturing output by 300 per cent. But this accomplishment came at a heavy cost, including widespread famines in 1933 and 1934 and far-reaching purges in the late 1930s. Although the country developed an impressive heavy industry, enormous hardships were inflicted on the Russian people.
4. Most likely, student responses will suggest that the Great Depression had little impact on India. Explain that even small declines in GDP per capita make a big difference, when the figure is low to start with. Indian farmers actually had their incomes cut in half because of the fall in world agricultural prices. Heavily in debt, they were forced to sell their land and gold jewelry.
5. Under Hitler's one party-state, the Nazis initiated a far-reaching public works program to decrease unemployment and bolster the economy. Workers were coerced, wages remained low, and consumer goods were in scarce supply. Against a backdrop of persecution and terror, however, Germany experienced a significant economic recovery and a resurgence of national pride. When rearmament shifted into high gear in 1935-1936, the GDP per capita soon surpassed 1929 levels.
6. By 1930, two thirds of the cultivated land in the Malayan Peninsula was used for rubber farming. Tin mining was also extensive. Together, rubber and tin made Malaysia one of

Great Britain's most lucrative colonial holdings. When industrial output slumped in the developed countries, however, prices for natural resources fell heavily. The automobile industry slashed production and the demand for rubber for car tires shrank. Because export revenues dropped by 73 percent between 1929 and 1932, the impact of the Great Depression on Malaysia was very severe. Labor-intensive plantations and mines released hundreds of thousands of workers, leaving them with little means to contend with creditors and tax collectors.

7. With the exception of Germany and France, where government expenditures on armaments increased rapidly after 1936, most countries did not fully recover from the Great Depression until the outbreak of World War II.
8. Answers will vary, but one possibility is the wide divergence in GDP per capita between the more industrialized and less industrialized countries, especially the United States vs. India.

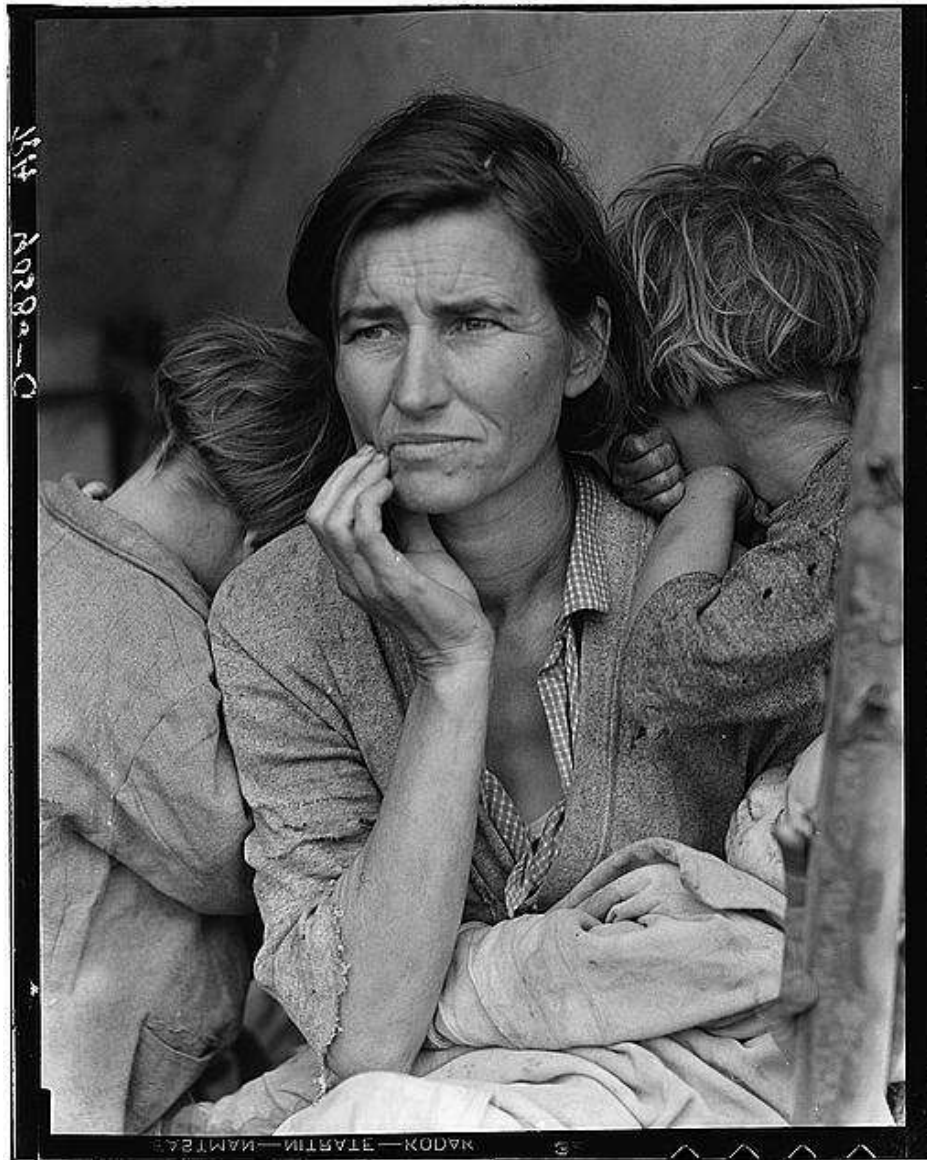
Assessment

Teachers should observe student participation in discussion. Also evaluate effort and depth of thinking in written responses and graph construction. Use the following rubric:

Graph contains all information; clearly drawn; easily understood	10 points _____
Understands questions; provides accurate responses	10 points _____
Answers reflect effort and depth of thinking	10 points _____
Ideas supported with sufficient details	5 points _____
Free of grammatical and spelling errors	5 points _____
Total out of 40 points	_____

Lesson 1

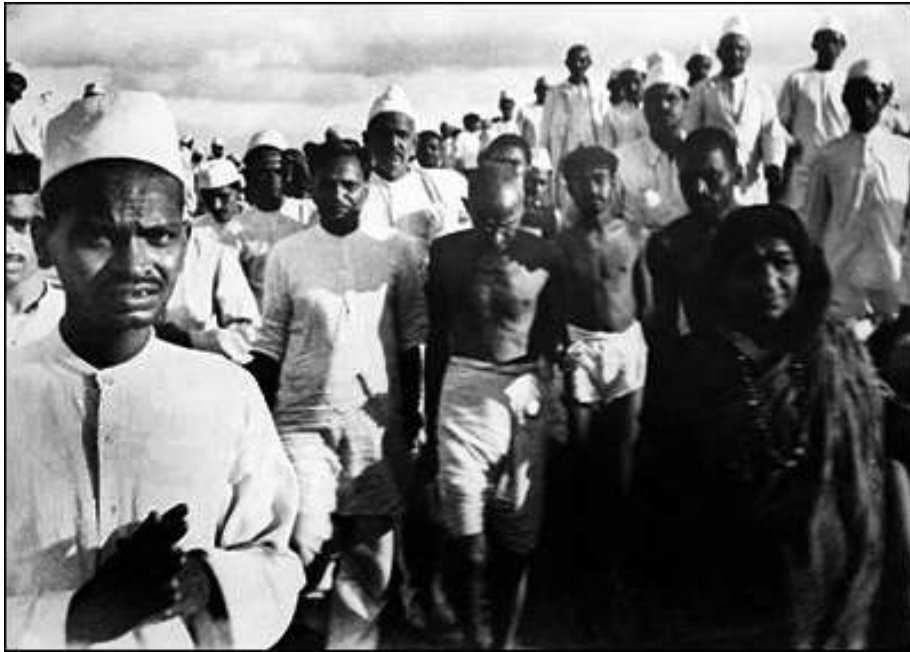
Student Handout 1.1



Library of Congress, Prints and Photographs Division
Reproduction number: LC-USF34-9058-C

Lesson 1

Student Handout 1.2



http://commons.wikimedia.org/wiki/Image:Gandhi_Salt_March.jpg



League of Nations Archives, UNOG Library

Lesson 1

Student Handout 1.3

Plot the GDP per capita figures for each country on the same graph. Use a different color to connect the points for each country. Then answer the questions below on a separate piece of paper.

GDP Per Capita in International Dollars

	France	India	Malaysia	Chile	Mexico	USSR	Germany	U.S.
1929	4,710	728	1,682	3,396	1,757	1,386	4,051	6,899
1930	4,532	726	1,636	3,143	1,618	1,448	3,973	6,213
1931	4,235	711	1,548	2,333	1,643	1,462	3,652	5,691
1932	3,959	709	1,397	2,274	1,373	1,439	3,362	4,908
1933	4,239	700	1,440	2,652	1,501	1,493	3,556	4,777
1934	4,192	697	1,540	2,987	1,574	1,630	3,858	5,114
1935	4,086	680	1,364	3,056	1,660	1,864	4,120	5,467
1936	4,244	697	1,478	3,056	1,768	1,991	4,451	6,204
1937	4,487	676	1,308	3,241	1,796	2,156	4,685	6,430
1938	4,466	668	1,361	3,139	1,794	2,150	4,994	6,126
1939	4,793	674	1,609	3,178	1,858	2,237	5,406	6,561

Source: OECD, 2003.

1. On the whole, when did most countries hit bottom during the Great Depression?
2. Which country experienced the steepest decline in living standards?
3. Unlike all the others, one country actually experienced a steady increase in GDP per capita during the Great Depression. Which country was it? Do some research to explain why.
4. Describe the impact of the Great Depression on India.
5. Find out why Germany made such a strong recovery after 1932.
6. The Malaysian economy declined because it was heavily dependent on two exports. Do some research on the history of Malaysia to identify one of them.
7. How high were living standards in the late 1930s compared to the early decade? Had most countries recovered to 1929 levels?
8. What surprises you the most about the GDP per capita figures in this exercise? Explain why.

Lesson 2

Causes of the Great Depression

Preparation

Photocopy handouts and arrange for student access to the Internet.

Introduction

In this lesson, students engage in research and role-play to debate the causes of the Great Depression. Five main causes are highlighted, but the list is far from complete. Students learn that the 1920s were not as robust and prosperous as often assumed. They recognize that single explanations for the Great Depression neglect the complexities of history. They also begin to realize how the Great Depression splintered the world economy.

Activities

1. World Economic Conference

A) Divide the class into five groups. Distribute Student Handouts 2.1-2.5 to the members of the five groups. Everyone in a group should have the same Student Handout. Explain that each group is responsible not only for explaining the assigned cause to the rest of the class, but also for arguing why this particular cause was most responsible for the Great Depression. Allow students the rest of class time to conduct research and prepare their arguments. Stress that this is a collaborative project and everyone in the group must participate. Although there may be a division of labor in the research and preparation stages, all members of the group must contribute to the debate.

B) Conduct your own research to make sure you understand the issues. See “Resources for Teachers” below.

C) At the beginning of the next class, set up a long table with chairs at the front. Have each group sit behind the table and present their selected cause to the rest of the students. Make sure the audience takes notes on each cause.

2. Multi-causality

A) Divide the class into new groups of four or five. Tell the groups that they should discuss what they have just learned from the presentations. Ask them to be objective—not to let their previous research and role-play influence their views. Explain that each group has a total of ten points to allot to the five causes. The more important the cause, the more points it should receive. No more than ten points may be allotted to all the causes combined. For example, a group may decide to give each cause 2 points because the group believes all of the causes are equally important. Or the group may decide to assign one cause 6 points, two other causes 2 points, and the other two causes 0 points.

B) After a suitable amount of time, call the class together. Make a chart on the board that lists the five causes. Check to see if students have any conceptual questions about the causes. Ask the

groups to reveal how many points they assigned. Have students explain why they believe one cause was more responsible for the Great Depression than the others.

C) Tally the results to see if the class believes one cause clearly outweighed the others in importance. Outcomes will vary with some classes emphasizing one or two causes and other classes not having a clear-cut preference.

D) Regardless of the outcome, read the following quote by historian John Garraty to the class: “The Great Depression of the 1930s was a worldwide phenomenon composed of an infinite number of separate but related events.” Ask students what they think he means. Did their previous discussion about causes support his claim? Is it ever possible to tell with precision whether one thing alone has caused something to happen? Can history be that straightforward? End the lesson by stating that many causal forces were at work in the Great Depression. While scholars have engaged in endless debates about the importance of one cause over the other, it is critical to understand that there is no single explanation for why the Great Depression happened in many countries around the world. History is much too complex for that. It is important, rather, to understand the different causes and how they worked together to produce an unprecedented global economic crisis.

Assessment

Evaluate the group research and presentation using the following grading rubric:

Collaborative effort; mutual decision-making; shared responsibilities	10 points _____
Focused and engaged; used all available resources; met deadlines	10 points _____
Well-balanced participation by all members	5 points _____
Depth and breadth of research; accuracy; comprehension	10 points _____
Clarity of language; accessibility of ideas; effectiveness of argument	10 points _____
Use of visual aids or props; efforts to engage audience	5 points _____
Total out of 50 points	_____

Lesson 2

Student Handout 2.1—Reparation Payments and War Debts

It is 1933 and the Great Depression is at its worst. As wise and articulate experts on global conditions, you and your colleagues have been selected as delegates to represent your country at the World Economic Conference in London, England. The Conference is a concerted effort on the part of besieged nations around the world to find an international solution to the crisis. The first item on the agenda is determining what actually caused the Great Depression. Bewildered by unfolding events, politicians everywhere insist that developments outside their own countries are responsible for the collapse. No one is prepared to take (or even share) responsibility for the economic downswing. Yet the main cause of the Great Depression needs to be correctly identified if multilateral efforts to find a solution are to prove successful.

Your group's assignment is to persuade the Conference that *reparations payments and war debts* are the most important causes of the Great Depression. Other countries have enlisted their finest minds to argue alternative viewpoints, so you need to make an effective presentation. The future of your nation depends on it! Here is what your group should do:

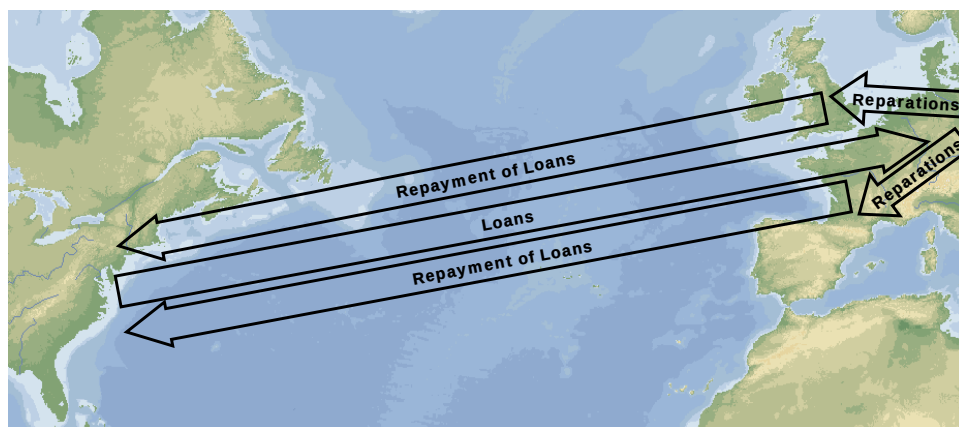
1. Choose a fictitious name for your country.
2. Review the information provided below.
3. Have all members conduct research to learn more about your cause.
4. Review the research together to make sure everyone understands the material.
5. Highlight the key reasons why reparations and war debts were important
6. Decide how to present the information in a clear, accessible way so that the audience easily grasps the concepts.
7. Make sure everyone in the group has a role in the presentation.
8. Create props or visual aids to supplement your efforts.

Reparations Payments and War Debts

The Treaty of Versailles of 1919 put an official end to World I. Included in the Treaty were two very controversial clauses (Articles 231 and 232) that forced Germany to pay the Allied nations in Europe nearly \$32 billion over the following thirty years. In large part owing to this settlement, Germany experienced serious economic problems during the 1920s. After Germany failed to make payments in 1923 and the French occupied the Ruhr region in retaliation, the United States decided to step in and loan Germany the funds to pay reparations. Known as the Dawes Plan, this American policy enabled Germany to meet its obligations for the next five years. But it was a brief respite. When the Great Depression hit, the American loans dried up and Germany soon defaulted on the payments again. Meanwhile the Allied nations in Europe owed \$12 billion in war debts to the United States. This was one reason why they demanded reparations payments from Germany. The reparations gave them the funds to pay off their own debts. Soon, the Dawes Plan led to an absurd situation: the Americans loaned money to the Germans; the Germans used those loans to pay reparations to the French and British; and the French and British used the reparations to pay off their debt to the Americans. Despite many requests, the United States refused to show any leniency to the Allied nations. When American loans to Germany shrank in the late twenties, it was only a matter of time

before the Allies defaulted on their war debts. In short, the most powerful nations in Europe were economically vulnerable to disaster.

Consequences of the Dawes Plan



Lesson 2

Student Handout 2.2—Overproduction in Agriculture

It is 1933 and the Great Depression is at its worst. As wise and articulate experts on global conditions, you and your colleagues have been selected as delegates to represent your country at the World Economic Conference in London, England. The Conference is a concerted effort on the part of besieged nations around the world to find an international solution to the crisis. The first item on the agenda is determining what actually caused the Great Depression. Bewildered by unfolding events, politicians everywhere insist that developments outside their own countries are responsible for the collapse. No one is prepared to take (or even share) responsibility for the economic downswing. Yet the main cause of the Great Depression needs to be correctly identified if multilateral efforts to find a solution are to prove successful.

Your group's assignment is to persuade the Conference that *overproduction in agriculture* was the most important cause of the Great Depression. Other countries have enlisted their finest minds to argue alternative viewpoints, so you need to make an effective presentation. The future of your nation depends on it! Here is what your group should do:

1. Choose a fictitious name for your country.
2. Review the information provided below.
3. Have all members conduct research to learn more about your cause.
4. Review the research together to make sure everyone understands the material.
5. Highlight the key reasons why overproduction in agriculture was so important
6. Decide how to present the information in a clear, accessible way so that the audience easily grasps the concepts.
7. Make sure everyone in the group has a role in the presentation.
8. Create props or visual aids to supplement your efforts.

Overproduction in Agriculture

Between 1925 and 1929, nearly every export crop in the world fell in price. Millions of farmers suffered losses as cash commodities like coffee fell from 24 cents to 10 cents a pound or rice depreciated 30-50 percent in value. The problem was simple. There was too much agricultural production in the 1920s—supply far outweighed demand. Declining populations and more efficient farm machinery were mainly responsible for the glut. But people seemed to make a determined effort to ignore the problem. Rather than curtail production, farmers further expanded their operations. Cotton production increased by 30 per cent; rubber production increased by more than 80 per cent. The farming of wheat, beets, sugar cane, tea, and cocoa was also amplified. Meanwhile governments placed tariffs on imported foodstuffs to protect their own farmers. Germany, for example, more than tripled its wheat tariff between 1925 and 1930. The sharp reduction in exports devastated agriculture worldwide. Heavily in debt for land and machinery, farmers around the globe were in trouble well before the Great Depression started. The agricultural industry was still the backbone of the economies of many countries, including the United States. In numerous countries, however, profound structural weaknesses plagued economic life in the 1920s.

Lesson 2

Student Handout 2.3—Stock Market Crash

It is 1933 and the Great Depression is at its worst. As wise and articulate experts on global conditions, you and your colleagues have been selected as delegates to represent your country at the World Economic Conference in London, England. The Conference is a concerted effort on the part of besieged nations around the world to find an international solution to the crisis. The first item on the agenda is determining what actually caused the Great Depression. Bewildered by unfolding events, politicians everywhere insist that developments outside their own countries are responsible for the collapse. No one is prepared to take (or even share) responsibility for the economic downswing. Yet the main cause of the Great Depression needs to be correctly identified if multilateral efforts to find a solution are to prove successful.

Your group's assignment is to persuade the Conference that *the stock market crash* was the most important cause of the Great Depression. Other countries have enlisted their finest minds to argue alternative viewpoints, so you need to make an effective presentation. The future of your nation depends on it! Here is what your group should do:

1. Choose a fictitious name for your country.
2. Review the information provided below.
3. Have all members conduct research to learn more about your cause.
4. Review the research together to make sure everyone understands the material.
5. Highlight the key reasons why the stock market crash was so important
6. Decide how to present the information in a clear, accessible way so that the audience easily grasps the concepts.
7. Make sure everyone in the group has a role in the presentation.
8. Create props or visual aids to supplement your efforts.

Stock Market Crash

Most people associate the Great Depression with the Wall Street stock market crash of 1929. One scholar described the start of the crash on October 24 as “the most devastating day in the history of the New York stock market.” Throughout the 1920s a long boom took stock prices to peaks never before seen. From 1920 to 1929, stocks more than quadrupled in value. Many investors became convinced that stocks were a sure thing and borrowed heavily to invest more money in the market. This was called “buying on the margin” and was very risky financially. It was possible to make nine dollars for every dollar invested, but it was also possible to lose nine dollars for every dollar invested. Still Americans remained confident that they could become rich from “playing the market.” The collapse began on October 24, now known as “Black Thursday.” Prices plummeted when people realized that the stock market boom was over. With no one buying stocks, millionaires became bankrupt almost overnight. In just three days, stocks lost \$5 billion in value. The banking system fell into chaos as banks tried to collect on loans made to stock market investors whose holdings were now worth little or nothing. Worse, many banks had themselves invested depositors' money in the stock market. When word spread that banks' assets contained huge loans and almost worthless stock certificates, depositors rushed to withdraw their savings. Unable to raise fresh funds, banks began failing by the hundreds. When American loans to other countries dried up, the fragile world economy felt the full impact of the crash.

Lesson 2

Student Handout 2.4—Inequitable Income Distribution

It is 1933 and the Great Depression is at its worst. As wise and articulate experts on global conditions, you and your colleagues have been selected as delegates to represent your country at the World Economic Conference in London, England. The Conference is a concerted effort on the part of besieged nations around the world to find an international solution to the crisis. The first item on the agenda is determining what actually caused the Great Depression. Bewildered by unfolding events, politicians everywhere insist that developments outside their own countries are responsible for the collapse. No one is prepared to take (or even share) responsibility for the economic downswing. Yet the cause of the Great Depression needs to be correctly identified if multilateral efforts to find a solution are to prove successful.

Your group's assignment is to persuade the Conference that *inequitable income distribution* in the United States was the most important cause of the Great Depression. Other countries have enlisted their finest minds to argue alternative viewpoints, so you need to make an effective presentation. The future of your nation depends on it! Here is what your group should do:

1. Choose a fictitious name for your country.
2. Review the information provided below.
3. Have all members conduct research to learn more about your cause.
4. Review the research together to make sure everyone understands the material.
5. Highlight the key reasons why inequitable income distribution in the United States was so important.
6. Decide how to present the information in a clear, accessible way so that the audience easily grasps the concepts.
7. Make sure everyone in the group has a role in the presentation.
8. Create props or visual aids to supplement your efforts.

Inequitable Income Distribution

The 1920s in the United States are often linked in our historical memories to prosperity and good times. But 40 per cent of the country shared just 12 per cent of the national income by the end of the decade. In contrast, the well-to-do who made up 5 per cent of the population enjoyed 30 per cent of the national income. The economy did grow at a spectacular rate, with American industry churning out cars, refrigerators, and radios. But wages did not keep pace with productivity in the 1920s and many Americans were too poor to buy the glut of consumer goods. The introduction of installment plans or buying on credit helped. Most cars and radios were bought with a “buy now and pay later” plan. Still, there was too much money in too few hands. And installment debt decreased the incomes of the less privileged even further. The rich were only able to buy so many goods for themselves; their consumption was not enough to offset the overproduction of goods. Finally, in the summer of 1929 (just before the stock market crash), business people realized that supply far exceeded demand, and they made severe cutbacks in many industries. Unemployment rose so less money existed to buy goods. This resulted in more layoffs, and so on. Ultimately the United States government passed the Hawley-Smoot Tariff Act, which slapped heavy taxes on thousands of imported goods from other countries in order to help American industries recover. It dealt a crushing blow to international trade and greatly

contributed to the spread of the Great Depression around the world. In short, what began as an uneven distribution of wealth in one country, ended in a global crisis.



**The person who owned this 1920s Model T Ford
may have bought it on an installment plan**

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Lesson 2

Student Handout 2.5—Protectionism

It is 1933 and the Great Depression is at its worst. As wise and articulate experts on global conditions, you and your colleagues have been selected as delegates to represent your country at the World Economic Conference in London, England. The Conference is a concerted effort on the part of besieged nations around the world to find an international solution to the crisis. The first item on the agenda is determining what actually caused the Great Depression. Bewildered by unfolding events, politicians everywhere insist that developments outside their own countries are responsible for the collapse. No one is prepared to take (or even share) responsibility for the economic downswing. Yet the cause of the Great Depression needs to be correctly identified if multilateral efforts to find a solution are to prove successful.

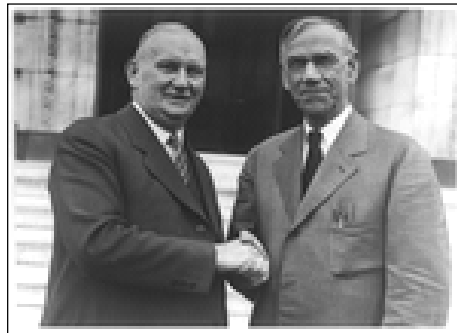
Your group's assignment is to persuade the Conference that *protectionism* was the most important cause of the Great Depression. Other countries have enlisted their finest minds to argue alternative viewpoints, so you need to make an effective presentation. The future of your nation depends on it! Here is what your group should do:

1. Choose a fictitious name for your country.
2. Review the information provided below.
3. Have all members conduct research to learn more about your cause.
4. Review the research together to make sure everyone understands the material.
5. Highlight the key reasons why protectionism was so important.
6. Decide how to present the information in a clear, accessible way so that the audience easily grasps the concepts.
7. Make sure everyone in the group has a role in the presentation.
8. Create props or visual aids to supplement your efforts.

Protectionism

In 1927, at an earlier World Economic Conference in Geneva, delegates recognized that a thriving world economy was dependent upon free trade. The benefits of international trade would not be realized unless all nations decreased their tariffs or taxes on imported goods so that they could compete fairly with commodities made at home for a share of the market. In 1930, however, the United States passed the Hawley-Smoot Tariff Act which levied duties on thousands of imported goods to protect American-made products from foreign competition. Over thirty countries filed formal protests, but just as quickly sixty countries followed suit. In the words of one historian, Hawley-Smoot “gave rise to a headlong stampede to protection and restrictions on imports” around the world. It came to stand as a symbol for the beggar-thy-neighbor policies—policies designed to improve one’s own lot at the expense of that of others—implemented in the 1930s. It was a lose-lose situation. United States imports from Europe declined from a 1929 high of \$1,334 million to just \$390 million in 1932, while United States exports to Europe fell from \$2,341 million in 1929 to \$784 million in 1932. Overall, world trade declined by some 66 percent between 1929 and 1934. Meanwhile unemployment continued to increase in the United States, while European countries found it difficult to pay off reparations and war debts. Protectionism proved even worse for less developed countries that depended heavily on the export of raw materials and cash crops for revenues. Malaysia, for example,

experienced an 80 percent drop in export revenues between 1929 and 1932. Efforts to protect domestic industries had a disastrous impact on the world economy and contributed greatly to the length and depth of the Great Depression.



Authors of the Hawley-Smooth Tariff Act, 1930

Rep. W. C. Hawley, Chairman of the Tariff Committee of the House of Representatives (left)

Sen. Reed Smoot, Senate Finance Committee

Library of Congress, Prints and Photographs Division

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Lesson 3

Populism and Politics

Preparation

Photocopy handouts.

Introduction

In this lesson, students learn that populism was one of the more common political responses to the Great Depression. Although recognizing the ideological vagueness of the concept, they also identify some of its defining characteristics. And through political cartoons and speeches, they compare how two populist-inspired presidents, Lázaro Cárdenas of Mexico and Franklin D. Roosevelt of the United States, created extensive welfare states in the 1930s.

Activities

1. Populism

A) Offer the following quote by Oscar Wilde: “In all matters of importance, style and not content is the important thing.” Ask students what they think this statement means.

B) Write the word “populism” on the board. Explain that it comes from the Latin *populus* which means “people” and that it denotes a certain kind of political approach or style. Ask students to brainstorm about what they think that approach might be, given its etymology.

C) After listening to responses, state that populism usually involves:

1. A charismatic leader
2. Rhetoric that separates “us” from “them” or targets a scapegoat
3. Greater government intervention
4. Promise of greater justice and equality for all

D) Emphasize that populism cannot be categorized as left wing or right wing, that it has no exclusive alliance with the upper class or working class. Instead, it is an approach or style of politics that can be applied to any ideology or blueprint for a social order. At certain times in history, populists have proven very successful at reaching out to ordinary people and tapping into their deep-seated social and economic concerns. The Great Depression was one of those times. Most governments in the world underwent change during the Great Depression. What many of them had in common was their populist underpinnings.

2. Welfare States

A) Review how the Great Depression resulted in extremely high unemployment and widespread misery and hardship for people around the world. Many no longer had an income with which to buy the basic necessities of life. Especially hard hit were the elderly, who often saw their life savings wiped out in bank failures, and poor children, who lacked adequate nutrition and medical care. But even skilled workers, business owners, successful farmers, and professionals of all

kinds found themselves in severe economic difficulty. There were only three groups of people who did not experience the negative repercussions of the Great Depression: 1) those who were already dirt poor, 2) those who remained outside the market economy as subsistence farmers, and 3) those who still earned an income and could take advantage of the lower cost of living.

B) Ask students who they think should have been held responsible for the welfare of people who were hit hard by the Great Depression? Should individuals have taken care of their own needs? Should private charities and churches have looked after them? Should national governments have made sure that people did not suffer unnecessarily?

C) Explain that during the Great Depression, many national governments began to assume responsibility for the welfare or well-being of their citizens. Conditions were so severe that private charities and churches could not handle all the indigent, and individuals could not be blamed for lack of initiative. Instead, welfare states were created that implemented a wide range of services to meet people's needs. They were significant departures from early forms of government, which let people fend for themselves or left welfare to voluntarism.

3. Lázaro Cárdenas and FDR

A) Note that populism manifested itself in many ways during the Great Depression. There were populist undertones, for example, in German fascism. In many countries, however, populism resulted in welfare states. Explain that Mexico and the United States were two countries where populist-inspired politicians rallied the support of people by:

- commanding the public stage by using modern technology like the radio and by traveling extensively.
- reaching out to ordinary people.
- criticizing big business and large landowners.
- avoiding a narrow ideological agenda.
- implementing far-reaching reforms.
- achieving iconic stature.

b) Pass out Student Handout 3.1. Give students time to access the websites, do the reading, and complete the questions. Lead a class discussion in which students identify the populist elements in the political approaches of Cárdenas and Roosevelt. Ask how they were similar or different as populists. Compare their welfare programs. How were the programs similar or different? Ask whether it is appropriate to compare Cárdenas and Roosevelt or were they or the contexts too dissimilar.

4. Political Cartoons

A) Tell the class that you are going to give them two political cartoons to analyze. Explain that political cartoons are illustrated editorials. Since political cartoons use pictures to express views about current events, they can tell us a lot about what is happening in a given era. But they also reflect the opinions of the people who drew them. Emphasize that it is important to pay attention to the details in political cartoons. Quick glances often miss significant points. Students also need

to think about the words used in captions or titles. They are clues that help us understand the cartoon's message.

B) Divide the class into groups of three or four. Pass out Student Handout 3.2. Have the groups analyze the cartoons by answering the questions. Reconvene to discuss the results.

C) Ask students to create their own political cartoons about either Cárdenas or Roosevelt. Drawings should:

- be in black and white.
- use historically accurate references.
- emphasize the populist styles of these two men and what they accomplished.
- offer an opinion or viewpoint about what is happening.
- contain visual and verbal clues.
- catch the eye of the reader.

Assessment

In addition to measuring participation in group and class discussion, teachers might use the two grading rubrics below.

Cárdenas-Roosevelt Questions	
Offers in-depth analysis of reading and speech	10 points _____
Identifies key issues and points	10 points _____
Gives full answers with details	10 points _____
Completes all components	10 points _____
Creates a thoughtful and informed dialogue	5 points _____
Spelling and grammar	5 points _____
Total out of 50 points	_____

Political Cartoons	
Has an understanding of the material	10 points _____
Offers a clear point of view	10 points _____
Neatly drawn text and graphics	10 points _____
Shows understanding of main idea	10 points _____
Total out of 40 points	_____

Lesson 3***Student Handout 3.1***

Access and read the following websites for biographical information on Franklin D. Roosevelt and Lázaro Cárdenas.

Roosevelt:

- http://www.pbs.org/wgbh/amex/presidents/32_f_roosevelt/

Cárdenas:

- <http://www.historicaltextarchive.com/sections.php?op=viewarticle&artid=132>
- http://www.mexconnect.com/mex_/history/jtuck/jtlcardenas.html

Read “Inaugural Address” (1933) by Franklin D. Roosevelt and “Speech to the Nation” (1938) by Lázaro Cárdenas (see following pages).

Answer and discuss the following questions:

1. Describe how the backgrounds of these two men were similar or different. Use a Venn diagram if you like.
2. In what ways were Cárdenas and FDR populists?
3. Was one more of a populist than the other? Explain why.
4. Why did they become populists? Was it because of the Great Depression, or did it have something to do with their early lives?
5. How did they reach out to ordinary people?
6. Who did they blame for their nation’s troubles? Who did they target as scapegoats?
7. Did they implement the same kind of reforms? List some of the main ones for each.
8. Were they committed to ideological agendas or were they political problem-solvers willing to do whatever it took to improve conditions? Provide details.
9. Did these two leaders wage successful battles against the Great Depression? Explain why or why not.
10. Imagine Cárdenas and Roosevelt meeting for dinner at the “Border Cafe.” Create a dialogue where they discuss their populist styles and administrative efforts to help out their countries.

Franklin D. Roosevelt Inaugural Address (1933)

I AM CERTAIN that my fellow Americans expect that on my induction into the Presidency I will address them with a candor and a decision which the present situation of our Nation impels. This is preeminently the time to speak the truth, the whole truth, frankly and boldly. Nor need we shrink from honestly facing conditions in our country today. This great Nation will endure as it has endured, will revive and will prosper. So, first of all, let me assert my firm belief that the only thing we have to fear is fear itself—nameless, unreasoning, unjustified terror which paralyzes needed efforts to convert retreat into advance. In every dark hour of our national life a leadership of frankness and vigor has met with that understanding and support of the people themselves which is essential to victory. I am convinced that you will again give that support to leadership in these critical days.

In such a spirit on my part and on yours we face our common difficulties. They concern, thank God, only material things. Values have shrunk to fantastic levels; taxes have risen; our ability to pay has fallen; government of all kinds is faced by serious curtailment of income; the means of exchange are frozen in the currents of trade; the withered leaves of industrial enterprise lie on every side; farmers find no markets for their produce; the savings of many years in thousands of families are gone.

More important, a host of unemployed citizens face the grim problem of existence, and an equally great number toil with little return. Only a foolish optimist can deny the dark realities of the moment.

Yet our distress comes from no failure of substance. We are stricken by no plague of locusts. Compared with the perils which our forefathers conquered because they believed and were not afraid, we have still much to be thankful for. Nature still offers her bounty and human efforts have multiplied it. Plenty is at our doorstep, but a generous use of it languishes in the very sight of the supply. Primarily this is because rulers of the exchange of mankind's goods have failed through their own stubbornness and their own incompetence, have admitted their failure, and have abdicated. Practices of the unscrupulous money changers stand indicted in the court of public opinion, rejected by the hearts and minds of men.

True they have tried, but their efforts have been cast in the pattern of an outworn tradition. Faced by failure of credit they have proposed only the lending of more money. Stripped of the lure of profit by which to induce our people to follow their false leadership, they have resorted to exhortations, pleading tearfully for restored confidence. They know only the rules of a generation of self-seekers. They have no vision, and when there is no vision the people perish.

The money changers have fled from their high seats in the temple of our civilization. We may now restore that temple to the ancient truths. The measure of the restoration lies in the extent to which we apply social values more noble than mere monetary profit.

Happiness lies not in the mere possession of money; it lies in the joy of achievement, in the thrill of creative effort. The joy and moral stimulation of work no longer must be forgotten in the mad

chase of evanescent profits. These dark days will be worth all they cost us if they teach us that our true destiny is not to be ministered unto but to minister to ourselves and to our fellow men.

Recognition of the falsity of material wealth as the standard of success goes hand in hand with the abandonment of the false belief that public office and high political position are to be valued only by the standards of pride of place and personal profit; and there must be an end to a conduct in banking and in business which too often has given to a sacred trust the likeness of callous and selfish wrongdoing. Small wonder that confidence languishes, for it thrives only on honesty, on honor, on the sacredness of obligations, on faithful protection, on unselfish performance; without them it cannot live. Restoration calls, however, not for changes in ethics alone. This Nation asks for action, and action now.

Our greatest primary task is to put people to work. This is no unsolvable problem if we face it wisely and courageously. It can be accomplished in part by direct recruiting by the Government itself, treating the task as we would treat the emergency of a war, but at the same time, through this employment, accomplishing greatly needed projects to stimulate and reorganize the use of our natural resources.

Hand in hand with this we must frankly recognize the overbalance of population in our industrial centers and, by engaging on a national scale in a redistribution endeavor to provide a better use of the land for those best fitted for the land. The task can be helped by definite efforts to raise the values of agricultural products and with this the power to purchase the output of our cities. It can be helped by preventing realistically the tragedy of the growing loss through foreclosure of our small homes and our farms. It can be helped by insistence that the Federal, State, and local governments act forthwith on the demand that their cost be drastically reduced. It can be helped by the unifying of relief activities which today are often scattered, uneconomical, and unequal. It can be helped by national planning for and supervision of all forms of transportation and of communications and other utilities which have a definitely public character. There are many ways in which it can be helped, but it can never be helped merely by talking about it. We must act and act quickly.

Finally, in our progress toward a resumption of work we require two safeguards against a return of the evils of the old order: there must be a strict supervision of all banking and credits and investments, so that there will be an end to speculation with other people's money; and there must be provision for an adequate but sound currency.

These are the lines of attack. I shall presently urge upon a new Congress, in special session, detailed measures for their fulfillment, and I shall seek the immediate assistance of the several States.

Through this program of action we address ourselves to putting our own national house in order and making income balance outgo. Our international trade relations, though vastly important, are in point of time and necessity secondary to the establishment of a sound national economy. I favor as a practical policy the putting of first things first. I shall spare no effort to restore world trade by international economic readjustment, but the emergency at home cannot wait on that accomplishment.

The basic thought that guides these specific means of national recovery is not narrowly nationalistic. It is the insistence, as a first consideration, upon the interdependence of the various elements in and parts of the United States—a recognition of the old and permanently important manifestation of the American spirit of the pioneer. It is the way to recovery. It is the immediate way. It is the strongest assurance that the recovery will endure.

In the field of world policy I would dedicate this Nation to the policy of the good neighbor—the neighbor who resolutely respects himself and, because he does so, respects the rights of others—the neighbor who respects his obligations and respects the sanctity of his agreements in and with a world of neighbors.

If I read the temper of our people correctly, we now realize as we have never realized before our interdependence on each other; that we cannot merely take but we must give as well; that if we are to go forward, we must move as a trained and loyal army willing to sacrifice for the good of a common discipline, because without such discipline no progress is made, no leadership becomes effective. We are, I know, ready and willing to submit our lives and property to such discipline, because it makes possible a leadership which aims at a larger good. This I propose to offer, pledging that the larger purposes will bind upon us all as a sacred obligation with a unity of duty hitherto evoked only in time of armed strife.

With this pledge taken, I assume unhesitatingly the leadership of this great army of our people dedicated to a disciplined attack upon our common problems.

Action in this image and to this end is feasible under the form of government which we have inherited from our ancestors. Our Constitution is so simple and practical that it is possible always to meet extraordinary needs by changes in emphasis and arrangement without loss of essential form. That is why our constitutional system has proved itself the most superbly enduring political mechanism the modern world has produced. It has met every stress of vast expansion of territory, of foreign wars, of bitter internal strife, of world relations.

It is to be hoped that the normal balance of Executive and legislative authority may be wholly adequate to meet the unprecedented task before us. But it may be that an unprecedented demand and need for undelayed action may call for temporary departure from that normal balance of public procedure.

I am prepared under my constitutional duty to recommend the measures that a stricken Nation in the midst of a stricken world may require. These measures, or such other measures as the Congress may build out of its experience and wisdom, I shall seek, within my constitutional authority, to bring to speedy adoption.

But in the event that the Congress shall fail to take one of these two courses, and in the event that the national emergency is still critical, I shall not evade the clear course of duty that will then confront me. I shall ask the Congress for the one remaining instrument to meet the crisis—broad Executive power to wage a war against the emergency, as great as the power that would be given to me if we were in fact invaded by a foreign foe.

For the trust reposed in me I will return the courage and the devotion that befit the time. I can do no less.

We face the arduous days that lie before us in the warm courage of national unity; with the clear consciousness of seeking old and precious moral values; with the clean satisfaction that comes from the stern performance of duty by old and young alike. We aim at the assurance of a rounded and permanent national life.

We do not distrust the future of essential democracy. The people of the United States have not failed. In their need they have registered a mandate that they want direct, vigorous action. They have asked for discipline and direction under leadership. They have made me the present instrument of their wishes. In the spirit of the gift I take it.

In this dedication of a Nation we humbly ask the blessing of God. May He protect each and every one of us. May He guide me in the days to come.

Source: John Woolley and Gerhard Peters, *The American Presidency Project* [online]. Santa Barbara, CA: University of California (hosted), Gerhard Peters (database). From <http://www.presidency.ucsb.edu/ws/?pid=14473>



President Franklin D. Roosevelt, c 1933

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Lázaro Cárdenas Speech to the Nation

In each and every one of the various attempts of the Executive to arrive at a final solution of the conflict within conciliatory limits ... the intransigence of the companies was clearly demonstrated.

Their attitude was therefore premeditated and their position deliberately taken, so that the Government, in defense of its own dignity, had to resort to application of the Expropriation Act, as there were no means less drastic or decision less severe that might bring about a solution of the problem. . . .

It has been repeated *ad nauseam* that the oil industry has brought additional capital for the development and progress of the country. This assertion is an exaggeration. For many years throughout the major period of their existence, oil companies have enjoyed great privileges for development and expansion, including customs and tax exemptions and innumerable prerogatives; it is these factors of special privilege, together with the prodigious productivity of the oil deposits granted them by the Nation often against public will and law, that represent almost the total amount of this so-called capital.

Potential wealth of the Nation; miserably underpaid native labor; tax exemptions; economic privileges; governmental tolerance— these are the factors of the boom of the Mexican oil industry.

Let us now examine the social contributions of the companies. In how many of the villages bordering on the oil fields is there a hospital, or school or social center, or a sanitary water supply, or an athletic field, or even an electric plant fed by the millions of cubic meters of natural gas allowed to go to waste?

What center of oil production, on the other hand, does not have its company police force for the protection of private, selfish, and often illegal interests? These organizations, whether authorized by the Government or not, are charged with innumerable outrages, abuses, and murders, always on behalf of the companies that employ them.

Who is not aware of the irritating discrimination governing construction of the company camps? Comfort for the foreign personnel; misery, drabness, and insalubrity for the Mexicans. Refrigeration and protection against tropical insects for the former; indifference and neglect, medical service and supplies always grudgingly provided, for the latter; lower wages and harder, more exhausting labor for our people.

The tolerance which the companies have abused was born, it is true, in the shadow of the ignorance, betrayals, and weakness of the country's rulers; but the mechanism was set in motion by investors lacking in the necessary moral resources to give something in exchange for the wealth they have been exploiting.

Another inevitable consequence of the presence of the oil companies, strongly characterized by their anti-social tendencies, and even more harmful than all those already mentioned, has been their persistent and improper intervention in national affairs.

The oil companies' support to strong rebel factions against the constituted government in the Huasteca region of Veracruz and in the Isthmus of Tehuantepec during the years 1917 to 1920 is no longer a matter for discussion by anyone. Nor is anyone ignorant of the fact that in later periods and even at the present time, the oil companies have almost openly encouraged the ambitions of elements discontented with the country's government, every time their interests were affected either by taxation or by the modification of their privileges or the withdrawal of the customary tolerance. They have had money, arms, and munitions for rebellion, money for the anti-patriotic press which defends them, money with which to enrich their unconditional defenders. But for the progress of the country, for establishing an economic equilibrium with their workers through a just compensation of labor, for maintaining hygienic conditions in the districts where they themselves operate, or for conserving the vast riches of the natural petroleum gases from destruction, they have neither money, nor financial possibilities, nor the desire to subtract the necessary funds from the volume of their profits.

Nor is there money with which to meet a responsibility imposed upon them by judicial verdict, for they rely on their pride and their economic power to shield them from the dignity and sovereignty of a Nation which has generously placed in their hands its vast natural resources and now finds itself unable to obtain the satisfaction of the most elementary obligations by ordinary legal means.

As a logical consequence of this brief analysis, it was therefore necessary to adopt a definite and legal measure to end this permanent state of affairs in which the country sees its industrial progress held back by those who hold in their hands the power to erect obstacles as well as the motive power of all activity and who, instead of using it to high and worthy purposes, abuse their economic strength to the point of jeopardizing the very life of a Nation endeavoring to bring about the elevation of its people through its own laws, its own resources, and the free management of its own destinies.

With the only solution to this problem thus placed before it, I ask the entire Nation for moral and material support sufficient to carry out so justified, important, and indispensable a decision. . . .

It is necessary that all groups of the population be imbued with a full optimism and that each citizen, whether in agricultural, industrial, commercial, transportation, or other pursuits, develop it greater activity from this moment on, in order to create new resources which will reveal that the spirit of our people is capable of saving the nation's economy by the efforts of its own citizens.

And, finally, as the fear may arise among the interests now in bitter conflict in the field of international affairs that a deviation of raw materials fundamentally necessary to the struggle in which the most powerful nations are engaged might result from the consummation of this act of national sovereignty and dignity, we wish to state that our petroleum operations will not depart a single inch from the moral solidarity maintained by Mexico with the democratic nations, whom

we wish to assure that the expropriation now decreed has as its only purpose the elimination of obstacles erected by groups who do not understand the evolutionary needs of all peoples and who would themselves have no compunction in selling Mexican oil to the highest bidder, without taking into account the consequences of such action to the popular masses and the nations in conflict.

Source: Alfred J. Andrea and James H. Overfield, eds., *The Human Record: Sources of Global History*, 3rd ed., vol. 2 (Boston: Houghton Mifflin, 2000), 452-454



Mexican President Lázaro Cárdenas, c. 1936

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Lesson 3**Student Handout 3.2**

Study the two political cartoons, discuss them with your group, and then answer the questions below.



http://www.nisk.k12.ny.us/fdr/wait_for_fdr/33030703.gif



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Political Cartoon Questions

1. Who are the main characters?
2. What are the events that inspired the cartoons?
3. How realistic are the images? Is there much exaggeration?
4. What are the main messages? What are the cartoonists' views on the events?
5. What are some of the symbols used to convey the messages? How are they used?
6. Do you agree or disagree with the opinions of the cartoonists?
7. How important are the titles to understanding the messages?
8. Is there anything you don't understand in the cartoons?

Lesson 4

Populism and Protest

Preparation

Photocopy handouts, and arrange for student access to the Internet.

Introduction

Although this lesson may be done separately, it follows from Lesson 3, “Populism-Politics.” Students learn that populism surfaced in the 1930s, not just in politics, but also in protest movements. These protest movements took different forms. In the United States and Canada, industrial unions organized workers and won support from communities to win industrial democracy. In the colonial world, indigenous leaders mobilized farmers and workers to win reforms or even independence for their country. By conducting research and analyzing primary resources, students recognize that both kinds of protest movements were connected to the Great Depression. They also gain an appreciation for how industrial workers and colonial freedom fighters struggled to improve their lives and livelihoods in the 1930s.

Activities

1. Populism

A) Write the word “populism” on the board. Explain that it comes from the Latin *populus* which means “people” and that it denotes a certain kind of political approach or style. Ask students to brainstorm about what they think that approach might be, given its etymology.

B) After listening to responses, state that populism usually involves:

1. A charismatic leader
2. Rhetoric that separates “us” from “them” or targets a scapegoat
3. Greater government intervention
4. Promise of greater justice and equality for all

C) Emphasize that populism cannot be categorized as left wing or right wing, that it has no alliance with the upper class or working class. Instead, it is an approach or style of politics that can be applied to any ideology or blueprint for a social order. At certain times in history populists have proven very successful at reaching out to ordinary people and tapping into their deep-seated social and economic concerns. The Great Depression was one of those times.

2. Committee for Industrial Organization (CIO)

A) Ask students for the definition of a labor union. After listening to responses, explain that a labor union is an organization of workers that tries to improve wages, working conditions, and benefits for its members. Rather than approach an employer individually with a problem or complaint and easily be dismissed, workers have more bargaining power when they approach an employer collectively as a union. They can threaten to go on strike and shut down production if their demands are not met.

B) Ask students if joining a union appeals to them. Do they like the idea of strength in numbers? Or do they believe that it is an employer's prerogative to determine wages and working conditions?

C) Explain that in the 1930s the labor movement gained considerable popularity and support in several industrialized countries. This was especially true in the latter part of the decade when profits began to rebound, while wages remained below 1929 levels. In France hundreds of thousands of workers held sit-down strikes in their workplaces in 1936 to win union recognition, the right to strike, minimum wages, and the forty-hour week. In the United States and Canada, wave after wave of mass production workers organized themselves into industrial unions or unions that include both skilled and unskilled workers. (Previously unions had been limited by craft or trade, for example, carpenters, cigar makers, or electricians.) Together these unions formed the Committee for Industrial Organization or CIO (which became the Congress of Industrial Organizations in 1938) to coordinate an extensive campaign for industrial democracy—the right to be treated with dignity and respect in the workplace.

D) Write the following CIO slogan from 1938 on the board: “The interests of the people are the interests of labor, and the interests of labor are the interests of the people.” Ask students to discuss its meaning. Explain that the CIO used a populist approach to convince workers to join unions in the middle of an economic crisis, and to draw the support of the larger community. With the nation devastated by the Great Depression, the CIO's strategy was not only to focus on more tangible goals like improved wages and working conditions but also to equate unionism with democracy. Reaching out to all classes, the CIO targeted the paternalistic, self-serving behavior of employers and extolled the need for a fairer, more equitable society.

E) Pass out Student Handout 4.1 to the class. As background, explain that the CIO's success in the United States, especially in the 1937 Flint sit-down strike at General Motors, mobilized industrial workers north of the border. Canada's national strike rate jumped 78 percent in 1937. Although the cash-strapped CIO provided only limited resources to Canadian organizers, activists decided to organize under the CIO banner because of its magnetic appeal. Also note that the Trade and Labor Congress (TLC) was the organization of craft-based unions that had traditionally excluded less skilled workers from mass production industries. It was linked to the American Federation of Labor in the United States.

F) Ask students to discuss their answers in class.

3. Vietnamese Independence

A) Define the term “colonialism” for the class as “the occupation and control of one nation by another.” Ask students whether it is ever justified for one country to conquer another. Does it matter if that conqueror rules directly through a central administration or rules indirectly through an indigenous leader?

B) Explain that in the late nineteenth century, several European powers used their advanced industrial technology to colonize less developed parts of the world. Their motives ranged from political to cultural and economic. By 1913, a small number of European countries, plus the

United States and Japan, laid claim to control more than 80 percent of the earth's land area. This balance of power began to change with the Great Depression which, in combination with world war, was at least partially responsible for the rise of colonial freedom movements.

C) Encourage students to make the connection between populism and colonial freedom movements by taking another look at populism's defining features. Why would a populist approach benefit nationalist organizations? Was there a scapegoat? Would "us" versus "them" language help to draw people to the cause? How important was it to have a charismatic leader? Was the point about government intervention applicable?

D) State that the class will focus on the Vietnamese independence movement. Explain that there was a continuum of achievement for the freedom movements. Mohandas Gandhi and the Indian National Congress met with the most success. Sukarno and the Partai Nasional Indonesia found it much more difficult to gather momentum. Ho Chi Minh and the Indochinese Communist Party (ICP) of Vietnam fell much closer to the latter than the former.

E) Ask students what they know about Vietnam. Explain that in Vietnam, communism (uniting peasants in revolution and establishing a society based on common ownership of property and wealth) and nationalism (calling for decolonization and independence) were intertwined as responses to French colonialism. Have students locate Vietnam on a map and note its geographical features. Ask why France would be interested in colonizing Vietnam. Possible answers could include: to compete with England; to access natural resources; to spread Christianity.

F) Distribute Student Handout 4.2. Explain that reporters try to be as objective and accurate as possible. But that they also need to capture the attention of the reader. No one will read the article if it is boring.

G) Have students read their newspaper reports in class. In conclusion ask if the class sees any similarities between the colonial experiences of Vietnam and the United States in the mid-eighteenth century. Did the same elements of populism, economic crisis, and protest exist in each case?

Assessment

In addition to measuring participation in group and class discussion, teachers might use the two grading rubrics below.

Oshawa Strike	
Offers in-depth analysis of reading and speech	10 points _____
Identifies key issues and points	10 points _____
Gives full answers with details	10 points _____
Completes all components	10 points _____
Creates a thoughtful and informed dialogue	5 points _____
Spelling and grammar	5 points _____
Total out of 50 points	_____

Vietnamese Independence	
Depth of thought and originality of ideas	10 points _____
Organization of ideas; clarity of writing	10 points _____
Cites specific details and relevant information	10 points _____
Captures attention of reader; article is interesting and engaging	10 points _____
Spelling and grammar	5 points _____
Total out of 45 points	_____

Lesson 4***Student Handout 4.1***

1. The following assignment is about a General Motors strike that took place in Oshawa, Ontario, Canada in 1937. Canada was hit particularly hard by the Great Depression because it was an export nation. The GDP per capita fell by 33 percent between 1929 and 1933. The three Prairie provinces, where the wheat economy collapsed, as well as many mining and logging communities, experienced the greatest decrease in per capita income

Oshawa is a medium-sized city about thirty miles east of Toronto on Lake Ontario. Many historians consider the Oshawa strike of 1937 one of the most important in Canada's history. Although workers failed to achieve their main goal of union recognition, they set the stage for a successful CIO crusade in Canada and contributed to a leftward shift in politics.

2. Access and read the following website:

<http://web.archive.org/web/20050304195744/collections.ic.gc.ca/cau/essays/essay7.html>.

Be sure to read all five pages.

3. Answer the following questions:

A) What were conditions like on the shop floor at General Motors?

B) Why was Hugh Thompson of the United Auto Workers (a CIO union) able to organize the whole GM plant of 4,000 workers within a month? Given that many employers fired workers for union membership, why did the GM workers prove willing to put their jobs on the line to join the Autoworkers in the midst of a depression?

C) How did Mitchell Hepburn, the Premier of Ontario, try to discredit Thompson and the CIO?

D) What kind of language did Hugh Thompson use to counter Hepburn's accusations?

E) Take a close look at the photo of the women on the picket line (page 4). Why do you think there are no men with them? Why do you think they are dressed up in good clothes? Reread the sidebar next to the photo. Why would joining a union appeal to these women?

F) How do you know there was community support for the strike?

G) In Canada, government-appointed conciliators try to resolve labor conflicts before they become strikes. Assume the role of a conciliator who has arrived in Oshawa in 1937 to negotiate a compromise between the GM workers and their employer. Create a dialogue that chronicles the breakdown in the relationship.

Lesson 4***Student Handout 4.2***

Read the following information on Vietnam's colonial experience. Imagine you are a newspaper reporter who has arrived in Vietnam in the mid-1930s. Write a report to your editors back home about the struggle for independence there.



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France seized control of southern Vietnam in the 1850s and completed its conquest of Southeast Asia, or Indochina, by the early twentieth century. Initially, the French proclaimed a desire to ensure the spread of Catholicism and compete with the British for imperial power. By the turn of the century, however, France had not only created an empire in Southeast Asia that was nearly 50 per cent larger than the mother country but also established a lucrative plantation economy where rice and rubber were the main cash crops. Tin, pepper, coal, and cotton were also exported.

Unlike before colonialism, Vietnamese farmers found themselves connected to the world market and vulnerable to slumps in world market prices. To stay competitive, they needed to rent more draft animals and hire more labor. Meanwhile, they also had to pay poll (head) and land taxes, as well as taxes on items like salt and wine whether there was a bad harvest or not or even if they made it themselves. Unable to pay their debts, small farmers became tenant farmers, and tenants became laborers. By the 1930s, huge amounts of land in southern Vietnam (which was called Cochin China) had been turned over to French settlers and Vietnamese collaborators, leaving nearly 70 percent of the local population without land. Poverty was widespread. Although Vietnam was then a rice exporting nation, rice consumption per capita in Vietnam actually dropped because many families lacked the resources to buy it.

French nationals ruled the country with the assistance of Vietnamese clerks in low-paying jobs. Not even the most gifted and highly qualified Vietnamese person was allowed to hold a high

position in the colonial administration. Degrees from the best French universities still resulted in second or third tier governmental positions under the authority of less-educated and better-paid French nationals. At the same time, educational opportunities for the native population declined under French rule.

The Vietnamese did not sit on their hands and let the French simply take over their country. France had to rely on its superior military force to overcome organized resistance to its presence. Even in the late nineteenth century nationalist sentiments simmered close to the surface. The Vietnamese people wanted their country back.

In the early twentieth century, moderate factions led protest movements against French rule. But the French brutally suppressed these movements, driving surviving members into hiding and exile. As a result, radical Vietnamese communists became the leading nationalists. They were led



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by Ho Chi Minh (originally named Nguyen Sinh Cung), who argued that independence depended on all Vietnamese, regardless of class or political persuasion, uniting in a common front against French rule. Although born into a peasant family, Ho's father was a scholar, so he received a solid education. As a young man, he also traveled widely to Africa, Europe, and the United States. After a one-year stint in Moscow, he arrived in Guangzhou, China, where he spent the next two years training young nationalistic women and men in revolutionary techniques. He was forced to flee back to Moscow in 1927 when Chiang Kai-shek took over southern China. But in 1929 followers created the first Indochinese Communist Party (ICP). The party immediately began to publish journals, send out representatives to all parts of the country to set up branches, and support strikes by workers.

In a parallel development, other students, low-ranking government employees, and soldiers formed the Vietnamese Nationalist Party (VNP) with the intent of violently overthrowing French rule. In 1930, they staged a revolt in the mountain town of Yen Bai, north of Hanoi, but it was quickly suppressed. Unlike the ICP, the VNP was too reliant on urban intellectuals and too averse to careful planning. The French guillotined the leaders of the revolt, including Nguyen Thai Hoc, who, before he was killed, wrote a letter to the National Assembly of France:

For more than 60 years my native land has been enslaved by you, the French. .
. . I have therefore the right and duty to defend my country and my brothers. . .
. If the French wish henceforth to occupy Indochina . . . without being annoyed
by any revolutionary movement, they must abandon all brutal and inhuman
methods . . . and give education to the people and develop native industry and
commerce.⁵

⁵ Nguyen Thai Hoc, "Letter to the French Chamber of Deputies," in Alfred J. Andrea and James H. Overfield, eds., *The Human Record: Sources of Global History*, 3rd ed., vol. 2 (Boston: Houghton Mifflin, 2000), 443.

The ICP took advantage of the Yen Bai situation, calling for the overthrow of the French, establishment of a people's government, cancellation of public debts, confiscation of foreign-owned business, redistribution of French-owned lands, suppression of taxes, institution of an eight-hour work day, and creation of a public education system. Despite their radical implications, these demands appealed to many Vietnamese. Although Ho Chi Minh remained in exile (and would until 1941), his leadership was critical. The message he drove home was that communism was the key to nationalism. As Ho proclaimed, "The proletarian class lead[s] the revolution ... for all the oppressed and exploited people." Utilizing a combination of populist and revolutionary techniques, Vietnamese communists proved successful at organizing peasants into village councils, or soviets. Ruling committees were elected to annul taxes, lower rents, distribute excess rice to the needy, and take back land confiscated by the wealthy. Village militias were also formed. In the province of Nghe An, for example, the number of communist activists increased by 600 percent in just a few months.

The worsening conditions of the Great Depression drew many peasants and workers to the ICP. Rice exports had plummeted from 2 million tons in 1928 to less than 1 million tons in 1931. Although French landowners experienced substantial financial losses, Vietnamese peasants suffered even more, forced to sell at least twice as much rice to pay off taxes and debts. Rubber and coal prices also fell sharply, resulting in layoffs around the country. Altogether, export revenues dropped from 125 to 43 million United States dollars between 1929 and 1932. Even the colonial government laid off staff and cut wages. In response, the number of strikes and peasant demonstrations jumped considerably. Encouraged by the ICP, riots broke out in Nghe An Province, with protesters burning buildings and burning tax rolls.

Once the French realized the seriousness of the situation, they responded with heavy-handed tactics, rounding up everyone suspected of having communist sympathies. Between 9,000 and 11,000 Vietnamese were imprisoned on political charges. Over eighty public executions took place. The ICP was decimated and was forced to rebuild support through the rest of the 1930s. But the stage had been set for further protest. When Ho Chi Minh returned to Vietnam during World War II, tens of thousands of women and men joined him in the struggle for national independence. One scholar concludes: "It is entirely possible that the European colonial order would have long remained immune to serious challenge were it not for the global thrust of economic dislocation and warfare." In combination with World War I and II, the Great Depression "undermined the established order in colonial societies, and thus created an opening for dissident elements."⁶

⁶ Marc Gilbert, "Paper Trails: Connecting Viet Nam and World History Through Documents, Film, Literature and Photographs." World History Connected 2, 2 (May 2005), <http://www.historycooperative.org/journals/whc/2.2/gilbert_1.html>.

This unit and the Three Essential Questions

	What connections might there have been between agricultural overproduction in the Great Depression and poor land management practices and other environmental damage? Were governments willing to sacrifice the environment to achieve economic recovery?
	What were some of the ways that ordinary people coped with the Great Depression? Did families and communities turn inward, like countries? Ask these questions to people you know who lived through the Great Depression.
	Why was populist rhetoric so effective during the 1930s? How important to its success was modern media like radio? Did widespread economic despair destabilize or bolster religious belief systems? How did the visual imagery of the 1930s, like paintings or photos, reflect and influence public culture?

This unit and the Seven Key Themes

This unit emphasizes:

Key Theme 2: Economic Networks and Exchange

Key Theme 3: Uses and Abuses of Power

Key Theme 4: Haves and Have-Nots

This unit and the Standards in Historical Thinking

Historical Thinking Standard 1: Chronological Thinking

The student is able to (F) reconstruct patterns of historical succession and duration in which historical developments have unfolded, and apply them to explain historical continuity and change.

Historical Thinking Standard 2: Historical Comprehension

The student is able to (H) utilize visual and mathematical data presented in graphs, including charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers to clarify, illustrate, or elaborate upon information presented in the historical narrative.

Historical Thinking Standard 3: Historical Analysis and Interpretation

The student is able to (C) analyze cause-and-effect relationships bearing in mind multiple causation including (a) the importance of the individual in history; (b) the influence of ideas, human interests, and beliefs; and (c) the role of chance, the accidental, and the irrational.

Historical Thinking Standard 4: Historical Research Capabilities

The student is able to (B) obtain historical data from a variety of sources, including: library and museum collections, historic sites, historical photos, journals, diaries, eyewitness accounts, newspapers, and the like; documentary films, oral testimony from living witnesses, censuses, tax records, city directories, statistical compilations, and economic indicators.

Historical Thinking Standard 5: Historical Issues-Analysis and Decision-Making

The student is able to (A) identify issues and problems in the past and analyze the interests, values, perspectives, and points of view of those involved in the situation.

Resources

Resources for teachers

Abella, Irving. *On Strike: Six Key Labour Struggles in Canada, 1919-1949*. Toronto: James Lewis and Samuel, 1974. This labor history collection contains an in-depth account of the Oshawa GM strike of 1937.

Bernstein, Michael A. "The Great Depression as Historical Problem." *OAH Magazine of History* 15 (Summer 2001). <http://www.oah.org/pubs/magazine/greatdepression/editor.html>. A historiographical essay on the causes of the Great Depression with a heavy emphasis on economic history.

Bethell, Leslie. ed. *The Cambridge History of Latin America*. Vol. 6: *1930 to the Present*, Part 2, *Politics and Society*. Cambridge: Cambridge UP, 1994. Contains several useful articles on the role of the government in twenty Latin American countries.

Brinkley, Alan. *The End of Reform: The New Deal in Recession and War*. New York: First Vintage, 1995. Argues that the New Deal was a makeshift and somewhat expedient plan that had no real intention of restructuring the political economy of the U.S. A good counter to Leuchtenburg.

Duiker, William J. *The Rise of Nationalism in Vietnam: 1900-1941*. Ithaca, NY: Cornell UP, 1976. Provides excellent information on developments in Vietnam during the 1930s.

---. *The Communist Road to Power in Vietnam*. 2nd ed. Boulder, CO: Westview Press, 1996. One of the best books on the history of Vietnamese communism, with two chapters dedicated to the interwar era.

Galbraith, John Kenneth. *The Great Crash, 1929*. Boston: Houghton Mifflin, 1988. Originally published in 1954, this well written study of the stock market crash argues against the inevitability of the Great Depression.

Garraty, John A. *The Great Depression*. Garden City, NY: Anchor Books, 1987. A thorough, accessible account of the Great Depression that offers valuable global perspectives.

Hamby, Alonzo L. *For the Survival of Democracy: Franklin Roosevelt and the World Crisis of the 1930s*. New York: Free Press, 2004. An intriguing, very readable comparison of American, German, and British efforts to recover from the Great Depression, with a particular emphasis on political leadership.

Kazin, Michael. *The Populist Persuasion: An American History*. New York: Basic Books, 1995. A complex history of populism in the U.S. that makes clear that populism is a political style or approach, rather than an ideology.

Kindleberger, Charles P. *The World in Depression, 1929-1939*. 2nd ed. Berkeley: University of California Press, 1986. One of the best economic histories of the Great Depression which mainly focuses on Europe and the U.S..

Knight, Alan. "Cardenismo: Juggernaut or Jalopy?" *Latin American Studies* 26 (Feb. 1994): 73-107. An academic article that considers the radical intentions and outcomes of the Cárdenas administration. Argues that Cárdenas' popular support was linked to the promise of substantial change, but that sustained resistance limited the practical accomplishments of his government.

Leuchtenburg, William E. *Franklin Roosevelt and the New Deal*. New York: Harper and Row, 1963. Sets the standard for works on the New Deal by providing a balanced

(though sympathetic) portrait of FDR and overview of his programs. Does tend to portray the New Deal as a triumph of reform. See Brinkley for an alternative view.

Mabry, Donald J. "Cárdenas del Río, Lázaro (1895-1970)," *Historical Text Archive*. Accessed Aug. 15, 2005.
<<http://www.historicaltextarchive.com/sections.php?op=viewarticle&artid=132>>.
A thorough, very readable but somewhat glorified biography of Cárdenas.

---. "Cárdenas Presidency." *Historical Text Archive*. Accessed Aug. 15, 2005.
<http://www.historicaltextarchive.com/sections.php?op=viewarticle&artid=389>.
Offers a brief overview of President Cárdenas' accomplishments.

McElvane, Robert S. *The Great Depression: America 1929-1941*. New York: Times Books, 1984. A classic work on the impact of the Great Depression in the U.S. that does a good job of weaving together political, economic, and social history.

Maddison, Angus. *The World Economy: Historical Statistics*. Paris: OECD Publications, 2003. Provides GDP, GDP per capita, and population figures from the late nineteenth century to the present for countries on every continent.

Rothermund, Dietmar. *The Global Impact of the Great Depression, 1929-1939*. New York: Routledge, 1996. The most intentionally comparative book on the Great Depression with considerable attention paid to less developed countries. Mainly focusing on political and economic history, the author connects the crisis to the rise of populism.

Van der Eng, Pierre. "Great Depression (1929-1931) in Southeast Asia." Accessed Aug. 25, 2005. <<http://teaching.fec.anu.edu.au/busn2023/Publications/Great%20depression.pdf>>.
A brief but informative essay on the short and long term impact of the crisis in Southeast Asia. Includes useful figures on export revenues and government expenditures.

Resources for students

American Memory. Library of Congress. "American from the Great Depression to WW II." <<http://memory.loc.gov/ammem/fsowhome.html>>. Thousands of photographs of Americans during the Great Depression.

Dudley, William. *The Great Depression: Examining Issues Through Political Cartoons*. San Diego: Greenhaven Press, 2004. Offers an innovative way to study various reactions to the Great Depression in the U.S.

"Early History of Vietnam." <<http://www.vwam.com/vets/history/history1.htm>>. A very solid history of the Vietnamese nationalist movement before World War II.

Federal Research Division. Library of Congress. "Country Data," <http://www.country-data.com/>. An invaluable source of information on the histories, economies, and societies of countries from around the world.

Grant, R.G. *The Great Depression: How Did It Happen?* San Diego: Lucent Books, 2005. Part of a new series, it uses primary materials to explore the causes and consequences of the Great Depression in a global context.

Karnow, Stanley. "Ho Chi Minh," *The Time 100*.
<<http://www.time.com/time/time100/leaders/profile/hochiminh4.html>>. A four page biography by a Pulitzer prize winning author.

Meyer, Michael et al. *The Course of Mexican History*. New York: Oxford UP, 2003. One of the best overviews of Mexican history with one chapter devoted to Cárdenas.

Parks, Peggy J. *The Great Depression: Daily Life*. San Diego: Kidhaven Press, 2003. A social history of the Great Depression in the U.S.

Correlations to National and State Standards

National Standards for World History

Era 8: A Half-Century of Crisis and Achievement, 1900-1945. Standard 3E: The student understands the causes and global consequences of the Great Depression.

California: History-Social Science Content Standard

Standard 11.6. Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.

New York: Social Studies Resource Guide with Core Curriculum

Unit Six: A Half-Century of Crisis and Achievement, C. Between the Wars, 5. Great Depression—Causes and Impact

Virginia History and Social Science Standards of Learning

Era VII: Era of Global Wars, 1914 to 1945. WHII.10 The student will demonstrate knowledge of political, economic, social, and cultural developments during the Interwar Period by b) citing causes and assessing the impact of worldwide depression in the 1930s;

Conceptual links to other teaching units

Landscape Teaching Unit 8.3 explored the Great Depression as a worldwide event, including the variety of ways in which different groups responded to economic crisis and hardship. The unit

has demonstrated that the depression played a major part in triggering protest and resistance against colonial regimes in Africa and Asia. The unit highlighted the case of Vietnam. Landscape Teaching Unit 8.4 invites students to investigate more broadly the connections between colonialism and movements for reform or national independence. It also looks at broad patterns of change in Africa, Asia, and Latin America during the interwar years.